



## 2019-2020 School Action Fund - Planning

COMPETITIVE GRANT Application Due 5:00 p.m. CT, May 2, 2019

NOGA ID

Authorizing legislation

**Elementary and Secondary Education Act of 1965 (ESEA), as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title I, Part A, Section 1003, School Improvement**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from

**July 1, 2019 to July 31, 2020**

☒ Pre-award costs are not permitted.

### Required Attachments

*No attachments are required to be submitted with this application.*

### Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

### Applicant Information

Organization	Midland ISD (Coleman HS)	CDN	165901	Vendor ID	1756002064	ESC	18	DUNS	081085391
Address	615 W Missouri Avenue		City	Midland	ZIP	79701	Phone	432.240.1002	
Primary Contact	Dr. Elise Kail		Email	elise.kail@midlandisd.net			Phone	432.240.1252	
Secondary Contact	Teresa Moore		Email	teresa.moore@midlandisd.net			Phone	432.240.1909	

### Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Orlando Riddick Title Superintendent

Email orlando.riddick@midlandisd.net Phone 432.240.1002

Signature [Signature] Date 04/24/2019

Grant Writer Name Elise Kail Signature [Signature] Date 04/24/2019

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is **not** an employee of the applicant organization.

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**Shared Services Arrangements****X** SSAs are **not permitted** for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Increase the number of students from at-risk backgrounds attending high-quality high school programming, including by improving attendance rates and quality of programmatic options.	Coleman High currently serves over 180 at-risk high school students that have attempted the ninth grade. We will develop a plan to identify key learning gaps for students from this unique population and conduct a deep diagnosis to understand near term and longer term opportunities to greatly accelerate improved quality of programming, based on our students' unique needs.
Increase the number of students who are graduating ready for college or career to 80% or higher by 2020 (from 65% in 2017) including by regaining lost credits and earning additional credits.	Develop a plan that builds on the existing campus targeted improvement plan and accelerates an increase in graduation rates beyond incremental gains, including identifying more effective tiered interventions for struggling students and other supports.
Increase the number of students meeting grade level standard or above on STAAR EOC (In 17-18, only 9% of students met grade level standard or above in ELA and only 4% in Mathematics).	Identify evidence-based strategies (via research, learning visits, and engagement with potential partners) to dramatically increase STAAR passing rates for ELA and Math, including programmatic and other supports as well as assessment strategies that will help us accelerate student learning in ELA and Math.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By June 2020, we will have conducted a deep needs assessment and thoughtful exploratory planning process to determine effective school actions and supports at this campus to help us increase the number of students passing STAAR to above 50% in both ELA and in Mathematics by SY20-21.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

By the end of the first grant quarter, the Coleman leadership team and district leadership will conduct a deep dive needs assessment, leveraging qualitative data from the School Quality Review completed in Spring 2019 by an external vendor as well as data from school, district, and state-level assessments to validate opportunities for intervention. Beginning with this deep diagnostic will help Coleman and district leadership understand the drivers behind students falling behind in credits and other factors that may be impeding student learning and ability to graduate on time.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

By the end of the second quarter and leveraging data from the deep diagnostic, Coleman and district leadership as well as the Technical Assistant provider will identify potential school actions that can be reasonably taken at the campus to accelerate student outcomes. Specifically, we will synthesize potential options for action, engage with potential partners via MISD's annual Call for Quality Schools process, and pressure-test actions and supports with school and district leadership.

**Third-Quarter Benchmark**

By the end of the third quarter, we will have developed a high-level plan that we share with critical district stakeholder for ongoing feedback and pressure-testing. We will continue to validate and refine this plan and, in parallel, develop an implementation plan.

We will also have completed relevant learning visits, research, and interviews to support and back up our planning and develop a roadmap for activating implementation of our plan.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Midland ISD is a learning organization and its leaders are committed progress monitoring and continuous improvement, especially around school actions planning and differentiation of district support to enable improved student outcomes.

Midland ISD will conduct regular scheduled check-ins with the Technical Assistance provider that will facilitate the planning process and will monitor progress on development of the overall school action plan for Coleman against the benchmarks described above.

Additionally and while the plan is being developed, MISD uses qualitative and quantitative data, aligned with the School Performance Framework, to make real-time adjustments to better serve students. This data will also be leveraged to refine the plan and ensure the supports and actions included the plan address the critical needs at Coleman.

MISD constantly seeks feedback through formal surveys and informal feedback for the development of grant proposals and the updating of Campus and District Improvement Plans (CIP/DIP). When the evaluation metrics are not being met and progress is not measured, MISD is committed to changing course and developing new strategies and processes to ensure student success. Action plans are created, and MISD is transparent in its communication of these plans to all stakeholders through one-on-one or small group meetings, all-staff meetings, internal and external email memos, parent letters, parent information nights, community events, and social media sites, like Facebook and Twitter. All of this data is used in continuing updating of the 5-year strategic priorities for the district writ-large to ensure that all programming aligns to the long-term overall goals of our district to ensure every Midland child has access to a high quality school that best meets his or her unique needs.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 School Action Fund - Planning Program Guidelines.
- ☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 School Action Fund - Planning Program Guidelines, and shall provide the Texas Education Agency and the matched school action technical assistance provider, upon request, any performance data necessary to assess the success of the program.
- ☒ The applicant provides assurance that it will contract and work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.
- ☒ The applicant will budget at least 25% of the total award as "Matched School Action Technical Assistance Provider" on schedule 6200.
- ☒ The applicant assures that contracts with matched school action technical assistance provider will be negotiated and signed by October 1, 2019.
- ☒ The applicant assures that a project manager will be identified. Please note: this position may be funded by other fund sources.
- ☒ The LEAs pursuing a partner-managed model assure that a financial spending analysis will be performed in accordance with TEA requirements.
- ☒ The applicant assures that all fidelity of implementation revisions will be complete on or before October 15, 2019.
- ☒ The applicant assures access will be provided for onsite visits to the LEA and campus by TEA and its contractors.
- ☒ The applicant assures attendance and participation in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- ☒ The applicant assures that an implementation plan, using a TEA approved format, will be developed with the school transformation partner by June 1, 2020.
- ☒ The applicant assures partners operating campuses under the partner-managed option must commit to Lone Star Governance participation.
- ☒ The applicant assures Pre-K "New Schools" will designate a feeder comprehensive campus by May 1, 2020.
- ☒ **For LEAs pursuing the Create a new school action model:** The applicant assures that enrollment at a new school must prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted school.
- ☒ **For LEAs pursuing the Partner-managed model:** The applicant assures commitment to the Adoption of Model Authorizing policy and participation in the Texas Authorizer Leadership Academy.

**Statutory Requirement**

Please refer to the Program Guidelines page 9 and address the six questions below:

1)

Coleman High School (alternative high school) has been designated as a 2018-2019 Comprehensive School and has a school improvement plan already in place. Problem areas were identified along with root causes that have contributed to low student achievement results.

The school improvement plan was developed via an iterative process, starting with Summer 2019 the formation of a working group comprised of campus and district leadership as well as a representative from Region-18 to develop the Targeted improvement plan, via the following:

- Needs assessment and root cause analysis: deep review of existing data, including from STAAR results and graduation rates, with a focus on gaps in student achievement across various student groups; analysis of drivers of results, including school culture, staff supports, and unique student needs

- Identification of supports and goals: based on the root cause analysis, goals and strategies for addressing critical needs were developed and integrated into the school improvement plan

- Ongoing refinement and iteration: following the development of the initial plan by the working group, campus leadership has integrated the school improvement plan in weekly planning sessions. Additionally, the broader working group has met approximately every 6 weeks to provide input and refine the plan.

2)

The Federal Programs Director tracks the funds received by the Title I Campuses, including for Coleman. The Federal Programs Director ensures all purchase are approved and aligned with the campus improvement plan.

a)

From the allotment of Title I funds, the Finance Office provides the campus with fund-codes. Requests for purchases are given to the Federal Programs Director who reviews the request and supporting documentation to ensure that the Title 1 guidelines are being met and then the request is forwarded to the Finance Office for processing. This system ensures that the comprehensive needs assessment, campus improvement plan, and resource allocation are aligned and ensures that Maintenance of Effort requirements are met and the grant funds supplement these funds.

b)

Midland ISD has a system in place where it conducts Formative Reviews of campuses every 9 weeks, starting in October and ending in May. Campus goals are based on district goals while strategies are driven by individual campus needs and data. It is the Elementary Campus Executive Director's job to ensure that the daily needs of managing a campus do not overshadow the need for systemic improvement. To that end, Executive Directors are working with principals on a holistic scorecard measuring school quality (Overall School Quality Snapshot) that integrates quantitative data from the School Performance Framework and qualitative data from School Quality Reviews, including for Coleman.

3)

As part of Midland on the Move, MISD has launched an annual Call for Quality Schools process, which is a national and local process for identifying and selecting potential high quality external and in-district whole school, programmatic, and talent partners. The process to partner with whole school partners or operators is especially rigorous and consists of two phases:

Phase 1 (Call for Quality Schools): This phase, spanning 2-3 months each Fall, involves a written application, in-person interview with a Call for Quality Schools review committee, and site visits / additional due diligence. The Call for Quality Schools process culminates in a vote by the Midland ISD board to approve ongoing discussions towards a potential partnership.

Phase 2: Following approval via the Call for Quality Schools, whole school model partners will submit additional documents for follow on discussions and negotiations (including performance contract negotiations) which will be submitted to the MISD board for final authorization and approval.

**Statutory Requirement (Conf)**

4)

The School Transformation Fund Planning grant will supplement the services that currently exist for district programming at Coleman High School. The funds will not supplant any state requirements or activities that previously received state or local funds. Grant funds will only be used 1) to expand education options for the targeted students and 2) to coordinate currently available services for the benefit of the students. The District will work with the school to ensure the coordination of Title Funds, IDEA, and local education dollars are used effectively and appropriately.

To ensure that funds are used appropriately to supplement, and not supplant existing services, the fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The fiscal agent will maintain control over and accountability for all funds, meet federal financial management standards and provide for accurate, current, and complete disclosure of the financial results of each grant period, identifying the funding source and application (use) of funds. The disclosure(s) will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays/ expenditures, income, and interest earned. Records will be maintained on all expenditures by budget function, class-object code, and year of entitlement (appropriation), in accordance with the provisions of the Financial Accountability System Resource Guide.

5)

The MISD district leadership team meets weekly to assess the needs of the district and the adjustments that need to be made to accommodate those needs.

When problems of practice arise that are impacted by policy or regulations, policy or regulations are reviewed to determine whether or not amendments need to be made. For policy, the School Attorney collects input towards potential changes and then convenes a small group of representatives from departments that could be impacted to review. Policies are then presented to the School Board's Policy Review Committee prior to being sent to TASB Policy Service for review and updating prior to formal board vote. For regulations updates, the same process is followed; however, board approval is not required for these changes.

During the 2018-2019 year, MISD has implemented the use of a School Performance Framework for internal use and is incorporating data from the Spring 2019 School Quality Review, including how policies would impact Coleman High School (alternative high school). This will be used as a performance management tool to improve school and inform our community about the quality of our schools.

6)

The school actions planning process will include learning visits and/or research to identify and pressure-test appropriate evidence-based strategies for Coleman's unique school population.

One example of this is already our initial research and benchmarking has led us to Garza High School (an alternative high school) in Austin, Texas that has been recognized by the US Department of Education as among ~40 schools in the country that exemplify the best practices for improving outcomes for students similar to the population we serve at Coleman. In addition, campus leadership and staff (including teachers and counselors) completed a learning visit to an alternative school in Tulsa, Oklahoma to see best practices and other effective approaches for increasing graduation rates and decreasing discipline rates for our unique student populations.

**TEA Program Requirements**

**TEA Program Requirement 1:** Please identify one of the following eligible school action models. Once selected, please indicate whether the school action model will be district or partner managed. **\*Note:** The district or partner managed option should only be selected if the LEA chooses from one of the following school action models: "Restart a struggling school" or "Create a new school". Additionally, the LEA may only select the partner-managed option for the "Replicate a successful school model".

**Select one school action model below:**

- ☐ Restart a struggling school
- ☐ Create a new school
- ☐ Replicate a successful school (must select Partner-managed option)
- ☐ Reassign students from a struggling school (type of model management does not apply)
- ☒ Exploratory planning (type of model management does not apply)

**Select how model will be managed:**

- ☐ District-managed
- ☐ Partner-managed

**TEA Program Requirement 2:** Please describe the following:

a) Please describe the evaluation process and criteria utilized for selecting the school action model.

MISD conducts an annual school actions planning process that begins each Fall to identify critical needs across campuses and match partners and potential actions with campuses, leveraging the Call for Quality Schools process below. Based on its comprehensive status, several district and campus planning discussions have already been ongoing and there is shared interest in exploring potential options for school action and support via this grant.

"Call for Quality Schools" application process: this is a three to four-month annual review process that culminates in the nomination of partners to the MISD board.

a. Evaluation: Both internal and external applicants are invited to apply for partnership with MISD via the "Call for Quality Schools" process. The "Call for Quality Schools" process includes a written application, interviews, site visits/additional due diligence, and final review and recommendation by the MISD leadership team, including the Superintendent, prior to board authorization and approval. During the written application phase, MISD engages with potential partners and holds office hours / webinars for potential internal and external applicants. Following receipt of the written application, the Call for Quality Schools review committee reviews written applications and nominates applications to proceed to the interview stage. Interviewees are then interviewed by the Call for Quality Schools interview committee and nominated for additional due diligence. As part of the additional due diligence phase, potential whole school partners must submit the extended charter application for review and approval by the Call for Quality Schools review committee. Applicants then proceed to final review by the MISD leadership team and Superintendent for eventual approval and nomination to the board for final approval / authorization.

b. Nomination: MISD leadership discusses and nominates school models deemed to be high quality for the board's review, with the Superintendent providing final review and approval.

c. Ongoing Monitoring and Evaluation: Once the school models are approved by the board and authorized, the Transformation Office will conduct regular monitoring to ensure that the campuses are serving students equitably and meeting the student outcome goals set forth in the performance contract. There is a three-year renewal period, dependent on the terms of the performance contract. At the conclusion of this period, the district assesses the campuses based on performance on the SPF as well as the student outcome goals.



**TEA Program Requirements**

b) Please describe the district vision for improving the campus(es) or engaging in a thoughtful planning process to implement a school action.

For this Exploratory Planning grant, we will ensure a thoughtful planning process to implement a school action that includes the following:

MISD annual school actions planning process: generation of potential options for school action and implementation pathways via biweekly district leadership meetings with the transformation design partner and other existing district forums, including meetings with Executive Staff and campus working group meetings at Coleman.

Proposed deep dive planning process at Coleman: multi-stage planning process including the following key steps:

- Diagnostic: deep dive on data / needs assessment, identify opportunities for differentiated supports, flexibilities, etc.
- Planning: validate and refine holistic approach to addressing student outcomes, including via matching with providers from the Call for Quality Schools
- Pressure-testing & validation: share with critical stakeholders and district leadership as part of ongoing feedback
- Implementation planning: develop high level implementation plan and next steps to activate transformation, including necessary supports and enabling conditions

c) Please describe how the grant aligns to and accelerates the district's broader strategy and theory of action.

The Coleman school action planning process directly aligns and is already embedded within MISD's broader theory of action and strategic efforts through Midland on the Move to ensure all students will graduate prepared and ready for college or career. Furthermore and following from the MISD board's lone star governance training in 2017, MISD and the broader Midland community have made a strong commitment to transition from a Managed Instruction theory of action to an Earned Autonomy theory of action with the goal of achieving a System of Great Schools in Midland by 2027.

Over the past several months, the district's transformation efforts have proceeded at an accelerated pace to ensure every student has access to a high quality school that best meets his or her unique needs and make the district's vision/mission a reality. To sustain this momentum, especially for our highest need students, MISD is eagerly pursuing opportunities to create the conditions for innovation by providing flexibility in terms of time, talent, resources, and program. In this spirit, David Moore, Principal at Coleman, brought forth initial ideas for accelerating student progress at Coleman via the Call for Quality Schools process. A transformation at Coleman, which serves some of the district's most at risk students, is critical to accelerating educational opportunities for our most at need students as quickly as possible, resulting in more seats for more students in great schools.

In addition to the transformation planning at Coleman, MISD is pursuing other potential new school, partnership, and programmatic school designs which include:

- High rigor, high expectations college prep new schools and charter schools
- Dual language and language immersion; STEM models; career and technical pathways

d) Please identify the district staff member to coordinate the planning grant and the qualifications of the identified staff member.

Dr. Elise Kail, Chief Transformation Officer: Dr. Kail has been leading the Midland on the Move work on behalf of the Midland ISD School Board's Theory of Action and the Superintendent's direction for the past two years. This work has been achieved with support from being involved in Cohort 1 of the System of Great Schools, Transformation Zone Planning Grant, and the Transformation Zone Continuation and Implementation Grant, requiring close collaboration with all depts.



**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

**PNP Equitable Services**

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

Are any private nonprofit schools participating in the grant?

☐ Yes ☒ No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

**5A: Assurances**

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

**5B: Equitable Services Calculation**

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text"/>

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

Personnel Costs to Support School Action Fund Planning and Design

50,000

Extra Work Days (planning and design beyond regular work day)

20,000

Recruitment Support and Staff Stipends

70,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Matched Technical Assistance Provider

75,000

Contracted Instructional Services Support

50,000

**SUPPLIES AND MATERIALS (6300)**

Planning Materials and Supplies

10,000

**OTHER OPERATING COSTS (6400)**

Learning Visits to Understand Best Practices

25,000

**CAPITAL OUTLAY (6600)**

Total Direct Costs

300,000

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

300,000